



TENNESSEE DEPARTMENT OF

EDUCATION
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Banking and Finance

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| Primary Career Cluster: | Finance |
| Consultant: | Joy Smith, (615) 532-6248, Joy.Smith@tn.gov |
| Course Code(s): | 5899 |
| Recommended Prerequisite(s): | Computer Applications (5891/3638/3721), Personal Finance (5901), Financial Planning (5890), Accounting I (5910/3701) |
| Credit: | 1-2* |
| Grade Level: | 11-12 |
| Aligned Student Organization(s): | DECA: www.decatn.org FBLA: www.fblatn.org Sarah Williams, (615) 532-2829, Sarah.G.Williams@tn.gov |
| Teacher Resources: | http://www.tn.gov/education/cte/Finance.shtml |

Course Description

Banking and Finance is a course designed to challenge the student with real banking and financial situations through a partnership with a local financial institution that would bring resources of mentors, seminars, and hands on experience with day-to-day operations. Completion of this course will provide students with a basis for continuing education in finance and business administration specializing in job skills in banking and financial institutions. Ethical issues will be presented in the course. *(Online Computer access will be required for accessing the Internet financial markets and related software.)*

Note: If this course is part of an Academy curriculum, it is recommended that an internship experience be provided. Specific activities will require use of the Internet and application software.

Course Standards

Standard 1.0

The student will develop and apply concepts related to human relations, safety, career development, communications, and leadership skills for a global workplace.

The student will:

- 1.1 Demonstrate sensitivity to personal, societal, corporate, and governmental responsibility to community and global issues.
- 1.2 Demonstrate the interpersonal, teamwork, and leadership skills needed to function in

- diverse business settings, including the global marketplace.
- 1.3 Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
 - 1.4 Apply the critical-thinking and soft skills needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own futures.
 - 1.5 Analyze and follow policies for managing legal and ethical issues in organizations and in a technology-based society.
 - 1.6 Investigate the life-long learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
 - 1.7 Assess personal skills, abilities, aptitudes, and personal strengths and weaknesses as they relate to career exploration and apply knowledge gained from individual assessment to research and develop an individual career plan.
 - 1.8 Examine the goals and principles of Future Business Leaders of America.
 - 1.9 Investigate online and office safety procedures and pass a written safety examination with 100% accuracy.
 - 1.10 Demonstrate parliamentary procedure through office staff/chapter organizational meetings.
 - 1.11 Apply appropriate typography concepts to industry documents.

Sample Performance Task

- Design and produce a team project on legal and ethical issues that includes issues and penalties for plagiarism, copied data with permission and the process used in obtaining permission. Obtain formal permission for use of quotations, art form, design, music, and photographs. Develop and present a total team project utilizing various technology components and appropriate typography concepts.

Standard 2.0

The student will evaluate the diverse careers in banking and finance.

The student will:

- 2.1 Analyze banking career opportunities and the employment outlook in banking and financial careers.
- 2.2 Compare the earning power of various careers.

Sample Performance Tasks

- Prepare and/or present a project from the library or Internet searches on the available employment opportunities in banking.
- Compares employment opportunities in banking found in the library, local newspaper, Internet, or *Occupational Outlook Handbook*.

Standard 3.0

The student will investigate the origins and purpose of banking.



The student will:

- 3.1 Analyze the function of banks and their impact on the economy and the community.
- 3.2 Interpret historical and current trends and identify problems related to the banking system.
- 3.3 Investigate the purpose, functions, and organization of the Federal Reserve System.
- 3.4 Evaluate bank regulations and compliance.
- 3.5 Define money supply and explain how it is measured.

Sample Performance Task

- Build a portfolio of information supporting the economic well-being of our community, relating to local banks and including a project on The Federal Reserve System.

Standard 4.0

The student will examine banking services and types of accounts.

The student will:

- 4.1 Compare types of bank accounts.
- 4.2 Perform bank reconciliation.
- 4.3 Investigate banking services.
- 4.4 Calculate compound interest.

Sample Performance Task

- Students will operate a bank (under the guidance of a partner bank) and offer transaction options to other students and teachers.

Standard 5.0

The student will assess credit options.

The student will:

- 5.1 Describe the importance of the credit function to society.
- 5.2 Understand the impact of credit scores and credit history.
- 5.3 Assess credit options.
- 5.4 Demonstrate completing the entire loan process from customer inquiry through funding.
- 5.5 Identify the important laws associated with credit and consumer protection.

Sample Performance Task

- Students will operate a bank (under the guidance of a partner bank) and provide lunch loans to their student and teacher clients. The bank will be expected to make a profit and students will be responsible for the planning thereof.

Standard 6.0*

The student will inspect bank policies and procedures.



The student will:

- 6.1 Examine job functions in banking.
- 6.2 Analyze banking policies and procedures.
- 6.3 Simulate or conduct banking procedures.

Sample Performance Task

- Students will job shadow an adult mentor at a local bank. Business partners will interview students for jobs in the school-based bank. Students will operate the bank in the job capacities as selected by business partners.

Standard 7.0

The student will analyze the marketing strategies utilized by financial institutions.

The student will:

- 7.1 Examine marketing concepts as they relate to financial institutions.
- 7.2 Identify marketing segments.
- 7.3 Examine the marketing mix as it relates to financial institutions.
- 7.4 Appraise the impact of competition among financial institutions.

Sample Performance Task

- Develop a marketing plan for a service offered by the school bank (i.e., savings account targeted towards high school students).

Standard 8.0

The student will analyze existing technology as it relates to financial services marketing.

The student will:

- 8.1 Examine technological applications in financial services.
- 8.2 Explore computer technology and electronic equipment in offering financial services.

Sample Performance Task

- Interview a local bank manager. Ask the manager to describe how the use of computers has changed banking. Write a report on your findings.

